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ABSTRACT

The final report describes a study in which two teacher training methods--workshop and direct assistance in the classroom--were examined for their effectiveness in increasing positive attitudes of regular class elementary teachers toward mainstreaming of learning disabled and emotionally disturbed children. It is explained that two faculties were helped by a resource specialist to deal with handicapped children in the classrooms, and one faculty participated in a workshop series conducted by resource specialists. Among results described is that the direct assistance group demonstrated significant differences in attitudes while the workshop group demonstrated no significant differences in attitudes. Implications for theory and practice are reviewed, and appended is a discussion of the California Master Plan for Special Education. (CL)

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CULVER CITY UNIFIED SCHOOL DISTRICT

June 25, 1976

Final Report

Special Education Research Project

1975-76

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California State Department of Education
Office of Special Education
721 Capitol Mall
Sacramento, California 95814

FINAL REPORT
E.C. 18104 Project

AGENT Culver City Unified School District ID# 75-150

DATE DUE June 30, 1976 DATE OF REPORT June 25, 1976

PROJECT PURPOSE OR QUESTION The Role of the Resource Specialist in Increasing Positive Attitudes Toward Having Individuals with Special Needs Enrolled in the Regular Classroom Program.

SUMMARY OF RESULTS (Attach Documents)

See attached Project Report

IMPLICATIONS FOR THEORY OR PRACTICE

See attached Project Report

BENEFITS TO STATE

See attached Project Report

INDICATIONS FOR FURTHER INVESTIGATIONS

See attached Project Report

TARGET GROUPS FOR DISSEMINATION

See attached Project Report

[signature]

Principal Investigator

The Role of the Resource Specialist in Increasing Positive Attitudes Toward Having Individuals with Special Needs Enrolled in the Regular Classroom Program.

Abstract

The experimental study was directed toward increasing positive attitudes of regular classroom teachers toward the mainstreaming of exceptional children. Under the Master Plan for Special Education, the resource specialist is considered the key component in affecting successful integration of exceptional children into regular classrooms. In the training of teachers it is necessary not only to increase their competencies, but also their positive attitudes, in order that mainstreaming will be a beneficial experience for these children. In the present study, two teacher training methods were examined for their effectiveness in increasing these positive attitudes: 1) workshops and 2) direct assistance with the child in the classroom. Two elementary school faculties were assisted by the resource specialist in teaching educationally handicapped children assigned to their classrooms. One elementary school participated in a series of six workshops conducted by the same resource specialists. Control faculties received neither service by the resource specialists. Scores of experimental and control groups on classroom integration attitude measures were compared two to four weeks after the final workshop session to determine the effects of the two teacher training methods on positive attitude toward integration of exceptional children. Recommendations for future teacher preparation programs for mainstreaming were based on the experimental data.

Project Purpose, Questions, Methodology

I. Purpose of the Study

The proposed study was designed to:

1. Ascertain if there were differential effects of the workshop and direct assistance methods of training teachers on teachers' attitudes toward accepting educationally handicapped children.

2. Determine if there were different effects of the two methods in increasing positive teacher attitudes from the group which has received no training.

II. Questions to be Answered

1. Does participation in a direct assistance training program provided by the resource specialist create significant differences in positive attitudes of regular classroom teachers toward accepting educationally handicapped children from participation in a workshop training program?

2. Does participation in a direct assistance training program provided by the Resource Specialist create significant differences in positive attitudes of regular classroom teachers toward accepting educationally handicapped children from those who have not received training?

3. Does participation in a workshop training program create significant differences in positive attitudes of regular classroom teachers toward accepting educationally handicapped children from those who have not received training?

III. Methods and Procedures

A. Research Design

A post-test only control group design was used. There were two treatment groups and one control group.

B. Sample Selection

1. Subjects were teachers from one school district.
2. Subjects were regular classroom teachers.
3. Subjects were teachers of grades kindergarten through sixth.
4. The total sample size was approximately eighty teachers.

C. Procedures for Assigning Groups to Treatments

Two elementary school faculties participated in the direct assistance program. One elementary school faculty participated in a workshop program. Two elementary school faculties served as a control group. Randomization was not possible for the following reasons:

1. Only two schools had available space for a resource center needed to provide the direct assistance program.
2. Some school faculties had other workshop obligations.
3. Schools with educationally handicapped self-contained classes could not be included in the workshop or control groups, or the results might have been biased due to the regular classroom teachers' exposure to the children in these classes.

D. Treatment or Dependent Variable Administration

The direct assistance program was conducted by the two resource specialists who developed resource centers in two elementary schools. Each resource center was staffed by one resource specialist and one full-time instructional aide. The basic time schedule was determined according to clock times of regular school schedules. Eight children at one time worked in learning centers according to what subject was ongoing in the regular classrooms and in compliance with Title V of the California Education Code.

With the aid of psychologist and informal diagnostic tools, each child was diagnosed within the first few weeks of admission. Objectives were set in conjunction with conferences with regular teachers, psychologist and principal. Children came only for specific subject areas in reading, arithmetic, language arts, or for specific skill areas such as verbal expression.

The purpose and scope of the direct assistance/resource specialist program was as follows:

1. Give intensive individualized or small group instruction in a specific disability area.

   Thirty-two mainstreamed LDG students were served by the resource specialist.
   Twenty teachers of mainstreamed LDG students received services of the resource specialist.

   Test scores showed improvement in the following areas:
   Sucher Allred Reading - Twenty three students increased in scores; two remained the same--out of twenty-five LDG students tested.

   WRAT - Out of twenty-seven students tested - Twenty-six increased reading scores; one decreased.

   Out of twenty-seven students tested: Twenty-four increased arithmetic scores; two remained same; one decreased.

2. Retain children in mainstream of school as much of the day as possible.

   Out of thirty-two LDG served, eighteen of those were spending at least thirty minutes less per day (by June) in the resource center.

   During the entire year, only two students from the two schools were placed in an EH Special Day Class.

3. Serve other children with similar disabilities as referred by by classroom teacher, school psychologist or principal and to work as a team with these personnel in serving as many students as possible with exceptional needs within a school site. (See Appendix A Student Information Sheet)

4. Increase teacher understanding of children with exceptional needs and to increase the acceptance of these children in the mainstream of the school population.

   Sixty-one regular class students were served by both resource specialists during the year; nine of these students were subsequently identified as LDG.

A total of twenty-eight teachers, which represents the entire regular staff of two elementary schools, had at least one or more students served by the resource specialist.

5. Assist teachers in modifying programs and materials to meet the needs of exceptional learners.

   An effective way to disseminate and share materials and ideas was through periodical bulletins distributed to staff members. Included in such bulletins were: specific teaching techniques, information related to concepts of mainstreaming, and materials pertaining to classroom management. This was a successful way of keeping teachers informed regarding students being served or possibly needing referral.

6. Increase the number of school/parent contacts by holding resource specialist/parent conferences as often as necessary.

7. Increase district and community awareness of mainstreaming as suggested on interim evaluation by principal.

The resource specialists believe that their greatest successes were in acceptance of the LDG program by regular teachers and students on the school site, and the decrease of children referred to special day classes by meeting their needs, both academic and self-concept, within home schools. Further, they were able to work successfully with building psychologists because of constant contact, meetings prior to the opening of school, and an attitude of team effort. The school staff perceived these cooperative efforts and reinforced this teamwork.

Areas to be strengthened in the 1976-77 school year are: 1) awareness of concepts of mainstreaming throughout the district with both formal workshop presentations and informal meetings, 2) demonstrations of special materials and classroom management to regular teachers, 3) parent contact and increased community awareness.

Subjects assigned to the workshop experimental group attended six ninety-minute workshops presented by the resource specialists. Topics included: a) characteristics of exceptional children, b) informal assessment techniques, c) instructional materials d) behavior management, e) teacher-student relationships. f) parent-teacher relationships. Instructional techniques included videotapes, traditional lecture, dissemination of materials, and informal discussions of specific students in the regular teachers' classes.

The workshops were successfully completed by March, 1976. As a result of the third workshop on instructional materials, ordering was completed for the school and materials began to arrive in April. Included in the Appendix B are the agendas and original materials created for the workshops by the resource specialists. No schedule appears for the Instructional Materials Faire, as it was not a formal presentation, but allowed teachers time to become familiar with special education instructional materials.

The principal of the school faculty which received the workshops reported that the general attitudes of the teachers was extremely positive although during the planning time some teachers resisted the concept of inservice workshops. Teachers were, as a result of the workshops more willing to intervene on behalf of students in their classes with special needs, using the techniques and materials they had gained. It was further reported that the teachers were receptive toward having a resource center and specialist at their school.

E. Dependent Variable Data Gathering Procedures and Data Sources

1. Two to four weeks after the final workshop, all experimental and control group members were administered two attitude measurements. The Rucker-Gable Educational Programming Scale is a social distance scale in which respondents read a brief description of a ficticious child with a specific special need, and indicate where the child should be placed on a seven point continuum ranging from "not for public schools" to "full time regular class assignment". The Rucker-Gable Educational Programming Scale includes ten items each describing students who are mentally retarded, emotionally disturbed, and learning disabled.

   The Learning Handicapped Integration Inventory is a Likert scale in which respondents read vignettes describing ficticious prototypes of children of different exceptionalities and indicate their level of agreement or disagreement with expectancy statements about him. In the present study only two vignettes describing educationally handicapped students will be used. "Gordon" is described as a child with learning disabilities. "Donald" represents a combination of learning and behavior disorders.

2. At the beginning of the school year a needs assessment was administered to experimental and control group members. This served to ascertain that the groups were initially similar, thus partially avoiding selection effects. The instrument was an abbreviated form of the Inservice Inventory. The Inservice Inventory is a questionnaire for regular classroom teachers assessing their inservice needs to prepare them to accept special education students into their classes. Included are: 1) experience with exceptional children, 2) perceived competencies in instructing them, 3) priorities for workshop topics, 4) one item asking if they believe mainstreaming is a good idea. The measurement instruments are included in Appendix C.

F. Experimental Controls

1. The same resource specialists conducted both training programs.

2. Expenditures of funds for both training programs were as equal as possible.

G. Data Analysis Procedures

1. One question on the Inservice Inventory, "Do you think that integration of some exceptional pupils into regular classrooms is a good idea?" was treated by a chi square statistic to determine if there was any significant difference between groups in their selection of responses from the alternatives "yes", "no", or "no opinion".

2. Mean scores on the Rucker-Gable Educational Programming Scale were compared among each pair of groups by using a two-tailed t test to determine if there are significant differences between the groups.

3. Mean scores on the Learning Handicapped Integration Inventory were compared among each pair of groups by using a two-tailed t test to determine significant differences between the groups.

IV. Assumptions

1. It was assumed that the subjects in the experimental and control groups were similar and comparable on the initial needs assessment measure.

2. It was assumed that the findings of this study can be applied to future teacher preparation programs for mainstreaming, subject to the limitations set forth in the study.

3. It was assumed that teachers' responses on the assessment measures reflect their true attitudes and expectancies.

V. Delimitations

1. This study ~~will be~~ was limited to one school district.

2. This study took place from September, 1975 to April, 1976.

3. This study was limited to regular classroom teachers of grades kindergarten through sixth.

4. This study was limited to regular classroom teachers receiving training in working with children categorized as Educationally Handicapped.

VI. Limitations

1. The reliability and validity of the test instruments designed and selected for use in this study affected the outcomes.

2. The sample size was limited to approximately eighty teachers.

3. The degree of cooperation by teachers and administrators affected the outcome of this study.

4. The degree of effectiveness of the resource specialists directly affected the outcome of this study.

Summary of Results

I. Comparisons of group attitudes

Results of the t tests performed on the Rucker-Gable Educational Programming Scale mean scores for the direct assistance, workshop and control groups were as follows:

1. On the ten scale items which referred to a learning disabled child, both the direct assistance and control group means were significantly higher than the workshop group mean, at the .05 level.

2. There were no significant differences between group means on the scale items concerned with the emotionally disturbed child.

Results of the t tests performed on the Learning Handicapped Integration Inventory subtests, mean scores for the direct assistance, workshop and control group were as follows:

1. On the learning and emotional disability (Donald) subtest, the direct assistance group mean score was significantly higher than the control group at the .05 level.

2. There were no significant differences between group means on the learning disability (Gordon) subtest

During the project year it was suspected that the two schools in the direct assistance groups might react differently to the new resource specialist services. One school had housed from two to four special day classes for eight years. The other school had never had any special education program. Therefore, the separate schools were compared. To keep the number of subjects as equal as possible, in each group only the larger of the two control schools were included in the comparisons.

Results of t tests performed on the mean scores of the Rucker-Gable Educational Programming Scale for the faculties of the direct assistance school with a special day EH class, direct assistance school without special classes, workshop school and control school are as follows: 1. On the ten scale items which referred to a learning disabled child, there were no significant differences between the means of the two direct assistance schools nor between their individual means and the means of the workshop and control schools. 2. The same results occurred with the ten scale items concerned with the emotionally disturbed student.

Results of the t tests performed on the mean scores of the subtests of the Learning Handicapped Integration Inventory were as follows:

1. On the learning disability subtest (Gordon) the mean score of the direct assistance school with no previous special classes were significantly higher than the workshop or control group at the .01 level. On the same subtest the mean of the direct assistance school with no special classes was significantly above the direct assistance school with special day EH classes, at the .05 level.

2. The learning and emotional disability subtest revealed significant differences in means at the .05 level in favor of the direct assistance school with no special classes, over the control school.

To summarize these results the following statements may be made concerning teacher attitude, in answer to the questions raised in the study.

1. Does participation in a direct assistance training program provided by the resource specialist create significant differences in positive attitudes of regular classroom teachers toward accepting educationally handicapped children from participation in a workshop program?

   The direct assistance group indicate significant differences in attitude toward the learning handicapped child above the workshop group.

   The direct assistance school faculty with no previous special classes indicates differences of an even higher significance level in attitude toward the learning handicapped child above the workshop group.

   These differences did not exist with attitudes toward the EH child with emotional disabilities.

2. Does participation in a direct assistance training program provided by the resource specialist create significant differences in positive attitudes of regular classroom teachers toward accepting educationally handicapped children from those who have not received training?

   a) Both the direct assistance group and the direct assistance faculty with no previous EH classes indicated significant differences in attitude toward the EH child who is learning and emotionally disabled, above the control group.

   b) The direct assistance school faculty with no previous special classes indicated differences of even greater significance in attitude toward the EH child who is learning disabled only.

3. Does participation in a workshop training program create significant differences in positive attitudes of regular classroom teachers toward accepting educationally handicapped children from those who have not received training?

   a) The workshop training group indicated no significant differences in attitude toward the EH child over the control group.

   b) The control group indicated a significant difference in attitude toward the EH student with a learning handicap only. This difference appeared on the ten item scale but not on the Learning Handicapped Integration Inventory scale which contained twenty-nine items.

   Charts containing the results of the t tests used in comparing the groups appear in Appendix D.

II. Other Related Findings

A. Inservice Inventory

The research design was a post-test only control group design. Therefore there was no available knowledge if the groups were similar at the beginning of the project. An inservice inventory was administered to all subjects and two of the findings supported the assumption of initial similarity. First, all groups ranked highest their needs in working with educationally handicapped students in the affective domain. Second, a chi square was performed among all groups on the "yes" or "no" responses to the question, "Do you think that integration of some exceptional pupils into regular classrooms is a good idea?" The chi square statistic resulted in no significant differences between groups. Therefore the assumption is strengthened that significant differences occurring on the post-tests were attributable to interventions which occurred during the project year.

B. Test Reliability

A split-half reliability test was performed on all of the measurements used in the study. This was especially necessary with the Learning Handicapped Integration Inventory sub-tests, as they were in the process of revision and standardization at the time of post-testing.

The tests yielded optimal reliability coefficients of .95 on the Rucker-Gable Educational Programming Scale; .99 on the Learning Handicapped Integration Inventory learning disability (Gordon) sub-test; and .93 on the learning and emotional disability (Donald) sub-test.

C. Mean of Attitude Responses

It became apparent that information, in addition to comparison of group means, would be of value in future planning and recommendations. Two questions of great importance were added to the original questions:

How positive is the prevailing attitude of teachers in the District toward mainstreaming of educationally handicapped children?

Are there differences in the degree of positive attitudes toward mainstreaming of EH children between different schools and different treatment groups?

To answer this question a simple mean of responses was computed. With seven response categories to each question on the Rucker-Gable ~~Integration Inventory~~ Educational Programming Scale, a neutral response would be four. On the Learning Handicapped Integration Inventory, with six response categories, a neutral response would be 3.5. By dividing the mean scores by the number of scale items, a mean of response is obtained. The resulting mean responses appear on Tables I, II, III, and IV.

The majority of the mean responses are mildly positive, suggesting that teachers in the District are somewhat receptive to the concept of mainstreaming educationally handicapped students.

Implications for Theory or Practice

1. Workshop Groups

   Based upon informal reports and the results of the attitude scales, it would appear that although changes occur in teachers' willingness to work with EH students as a result of workshop programs, changes in positive attitude are not detected on the attitude scales. It may be that the reported willingness of these teachers' part is more a reflection of the skills and confidence they gained from the workshop rather than a change in their affect.

   Workshops are not recommended as the sole preparatory technique for classroom teachers for mainstreaming.

2. Direct Assistance Program

   The direct assistance approach appears to be most powerful in creating attitudes of acceptance toward mainstreaming. However, there needs to be extensive planning and careful selection of the resource specialist.

TABLE I : Means of Responses of the Three Groups on the Rucker-Gable Educational Programming Scale

Neutral Response = 4

	ED	LD
Direct Assistance	4.50	4.30
Workshop	4.20	3.90
Control	4.40	4.40

TABLE II : Means of Responses of the Four Schools on the Rucker-Gable Educational Programming Scale

Neutral Response = 4

	ED	LD
EM-Direct Assistance (SDC)*	4.60	4.30
LH-Direct Assistance	4.30	4.30
ER-Workshop	4.20	3.90
LB-Control	4.40	4.50

* Two Special Day Classes at that school

TABLE III : Means of Responses of the Three Groups on the Learning Handicapped Integration Inventory

Neutral Response = 3.5

	Donald ED	Gordon LD
Direct Assistance	3.58	3.97
Workshop	3.38	3.59
Control	3.29	3.66

TABLE IV : Means of Responses of the Four Schools on the Learning Handicapped Integration Inventory

Neutral Response = 3.5

	Donald ED	Gordon LD
EM-Direct Assistance (SDC)*	3.34	3.72
LH-Direct Assistance	3.83	4.21
ER-Workshop	3.38	3.59
LB-Control	3.17	3.59

* Two Special Day EH Classes at that school

A district in the planning stages of mainstreaming might benefit from the findings of the study by:

a. Developing a resource center in a school where no previous special classes have operated.

b. Mainstreaming the learning disability students first.

3. Control Groups

Both school faculties in the control group indicated accepting attitudes of EH students, especially the learning disabled child. One school participated in the Early Childhood Education program, and the other formerly participated in the Title I project of the Elementary and Secondary Education Act. The project district and other districts should consider schools with such specially funded projects as likely prospects for successful mainstreaming of the learning disabled student.

4. Learning Disabilities vs. Emotional Disabilities

There are indications that students with learning disabilities are more acceptable in the regular classrooms than emotionally disturbed students. It is obviously not the intent of the Master Plan for Special Education that all educationally handicapped students be mainstreamed into regular classes. Special day classes will still exist, especially for the children who are too emotionally disturbed to participate in regular class programs. However, as the project year had progressed, more students identified as behaviorally or emotionally disturbed have been served successfully within the LDG/resource specialist program.

It is recommended that in the beginning resource centers primarily serve individuals with learning disabilities, considering for participation,on an individual basis, students who present behavior and emotional problems.

5. The Measurement Instruments

Although the Rucker-Gable Educational Programming Scale is a well-written, well documented instrument, it includes only ten items for each type of EH student referred to in the present study. Besides assessing teachers' attitudes toward placement of emotionally disturbed, learning disabled, and mentally retarded students, the scale also addresses itself to the question, "Are teachers' placement selections realistic?" Responses of teachers can be compared with a table of mean responses by a group of experts in the field of special education.

The Learning Handicapped Integration Inventory, of which two sub-tests were used in the project, appears to be highly reliable. It is also well written and includes sufficient items to strengthen confidence in significant results. Additional sub-tests not used in the project describe children representing areas of exceptionality other than educationally handicapped. The scale is not yet standardized or published.

The Rucker-Gable Educational Programming Scale is recommended as an instrument to measure general attitudes toward mainstreaming, rather than toward mainstreaming of a certain type of exceptional child. The scale is also recommended to assess teacher groups for their awareness of realistic placements of the types of exceptional children in the descriptions.

The Learning Handicapped Integration Inventory would be of greatest use in assessing attitudes toward specific types of exceptional children, and for comparing different types of exceptionality to determine which are more or less positively viewed by classroom teachers.

Benefits to State

I. The State has received:

a. Specific information concerning the status of classroom teachers' attitudes toward mainstreaming educationally handicapped children.

b. A workshop program which has proved acceptable to regular classroom teachers and which is relevant to the needs of teachers and students.

c. Descriptions of a direct assistance program which has been effective in improving regular classroom teachers' attitudes toward the mainstreaming of educationally handicapped students.

d. A description of the resource specialist role, activities, and methods of working with students and teachers.

e. Recommendations for the implementation of workshop and direct assistance programs.

f. Recommendations for the use of the Rucker-Gable Emotional Programming Scale and Learning Handicapped Integration Inventory.

g. A mainstreaming model which might be useful to other districts of comparable size and income.

II. The State will recognize:

a. The importance of teacher attitude as a vital factor in the mainstreaming process.

b. The importance of teacher preparation and ongoing support in the mainstreaming process.

c. That classroom teachers must be aware that the State is considering their interests and is seeking ways to maximize communication and direct service to them during the implementation of the Master Plan.

d. The importance of and need for the resource specialist in the mainstreaming process.

Recommendations for Further Investigation

1. A study of teacher behavior toward exceptional children in their regular classrooms following participation in the two training programs, using observational data, is needed to determine the practical value, or carryover from the programs.

2. A comparison of training programs for regular classroom teachers versus supplying instructional aides or additional instructional materials would assist in confirming if teacher training is indeed the most effective method of increasing positive teacher attitude.

3. There is a need for further investigation to answer the question, "Are accepting attitudes toward exceptional children more or less likely to be created through training programs by faculties in schools with self-contained special classes?"

4. Source credibility is an important consideration in attitude change. Workshops directed toward positive teacher attitudes toward mainstreaming, instructed by resource specialists, school psychologists, or university professors, should be compared for their effect.

5. Studies are needed to discover personality dimensions (authoritarianism, focus of control, introversion, etc.) of teachers who respond most or least positively to attitude questionnaires or those who are observed as acting most or least positively toward exceptional children in their classes.

6. There is some question whether attitudes and expectations are identical. Instruments which measure teacher attitudes by asking what they expect to an exceptional child in their classes should be correlated with measures of teacher's degree of acceptance, to discover the degree to which they are actually measuring the same construct.

7. Although many measures have been developed for attitudes toward main streaming, reliability and validity studies of them are rare. In addition to reliability studies, observational data in classrooms should be gathered and examined to assess the concurrent validity of the instruments.

8. Different disciplinary procedures in schools which are mainstreaming should be compared for their effects on both teacher acceptance and student success.

9. Further comparative studies need to be conducted on the impact of the mainstreaming of students from special day classes in the areas of academic growth, self-concept, and peer relationships.

III. Target Groups and Plans for Dissemination

1. 1976 results, descriptions and materials related to the project will be available upon request for dissemination.

2. Personnel from other districts are invited to visit the resource centers and/or consult with project personnel concerning the workshops.

3. Project personnel intend to present components of the project at State conferences and meetings. The workshop component has been accepted for presentation by the California State Federation of the Council of Exceptional Children at their annual conference in November.

4. An expanded form of the project will be written in a dissertation by the project director. This will be available to students at the library of the University of Southern California.

APPENDIX A

Filled Out by Resource Specialist

Date:_____

CULVER CITY UNIFIED SCHOOL DISTRICT
Office of Research and Pupil Services
Special Education Research Project

STUDENT INFORMATION SHEET

Name of Student:_____ Age:_____ Grade:_____

Regular Class Teacher:_____ Resource Specialist:_____

Time Schedule:_____

PROBLEM	OBJECTIVES SET BY RESOURCE SPECIALIST AND TEACHER	OUTCOMES	EVALUATION

MASTER PLAN

The California State Master Plan for Special Education began in earnest in September, 1971, in recognition of a nationwide mandate for equal educational opportunity for all. The State Board of Education approved the Master Plan on January 10, 1974, with a commitment to insure an appropriate and adequate educational program for every exceptional child in the state.

AB 4040 (Master Plan) introduced by Assemblyman Frank Lanterman this legislative session, passed both the Assembly and the Senate with strong affirmative votes. The Governor signed the bill into law on September 26, 1974.

Enactment of AB 4040, as amended, provides for a pilot program of educational services for individuals with exceptional needs. This pilot program will be in effect from July 1, 1975, through July 1, 1978. Ten agencies will be approved by the State Board of Education to conduct programs under AB 4040 for this three-year period.

By January 1, 1978, the State Board of Education will make recommendations to the Legislature regarding future implementation of the Master Plan for Special Education.

The Master Plan for Special Education provides for the following "new" emphases:

1. Equal Educational Opportunity for All (Zero Reject)
2. Commitment to the Unique Educational Needs of the Individual
3. Mandatory Program Offering
4. Maximum Interaction of "Exceptional" and "General" Education (Staff and Student) (Mainstreaming)
5. Elimination or Reduction of "Categorical Labeling" of Human Beings
6. Continuous Individualized Services
7. Interagency Cooperation, Involvement, Responsibility, and Authority
8. Parental Representation and Involvement
9. Due Process

APPENDIX B

THE MASTER PLAN: IMPACT AND IMPLICATIONS

El Rincon School

1:45 to 3:15 January 13, 1976

SCHEDULE

INTRODUCTIONS

Workshop Structure

Workshop Schedule . . . . . .10 Minutes

Questions/Answers . . . . . 5 Minutes

CALIFORNIA MASTER PLAN

Handout No.1 and No. 2 . . . . . 15 Minutes

Handout No. 3 . . . . . 5 Minutes

BREAK . . . . . 10 Minutes

Flow Chart
"Mainstreaming". . . . . 10 Minutes

Questions/Answers . . . . . .10 Minutes

CASE STUDY . . . . . 10 Minutes

Workshop Evaluation . . . . . 5 Minutes

PROGRAM CLASSIFICATIONS FOR SPECIAL EDUCATION

1. Programs for the Communicatively Handicapped

   Deaf
   Deaf-Blind
   Severely Hard of Hearing
   Language and Speech Handicapped
   Severely Language Handicapped (Including Aphasic)

2. Programs for the Physically Handicapped

   Blind
   Partially-Sighted
   Orthopedically Handicapped
   Health Impaired (Including Drug Dependent and Pregnant)

3. Programs for the Learning Handicapped

   Learning Disabled
   Behavior Disordered
   Educationally Retarded (Educable Mentally Retarded)

4. Programs for the Severely Handicapped

   Developmentally Disabled
   Trainable Mentally Retarded
   Autistic
   Seriously Emotionally Disturbed

Special Education Research Project

LEARNING MODALITIES: DIAGNOSIS AND PRESCRIPTION

1:45 - 3:15 p.m. - El Rincon School IMC

January 27, 1976

* * * * * * * * * * * * * * *

SCHEDULE

INTRODUCTION

Tests . . . . . 10 minutes

What About Kids? . . . . . 5 minutes

Why Children Have Difficulty Learning . . . . . 5 minutes

LEARNING MODALITIES

Learning Modalities Model . . . . . 10 minutes

- BREAK - 10 minutes

Learning Modality Game . . . . . 15 minutes

Is There an LD Child in Your Class? . . . . . 10 minutes

INFORMAL DIAGNOSIS

Reading . . . . . 5 minutes

Phonics . . . . . 3 minutes

Math . . . . . 5 minutes

QUESTIONS AND ANSWERS . . . . . 5 minutes

EVALUATION . . . . . 5 minutes

LEARNING MODALITY PROFILE

	Recognition	Association	Expression
earns by EEING	Observes things within visual field Looks at books and films Can read sight words Attaches meaning to visual symbols Has basic visual motor skills	Puts things away where they belong Can run errands with note and locate the room, etc. Can understand sight vocabulary Copies correctly from chalkboard, etc. Good memory for letters and numbers	Shy, seldom talks Likes to draw and paint Can tell own address and phone number
		Good written spelling skills Classifies and categorizes visual concepts Follows written instructions Good identification of left-right Judges distances well	Spaces and organizes letters and words appropriately on paper Excels in mazes and enjoys assembling intricate objects Preference for creative artistic project vs. academic tasks
arns by STENING	Recognizes and identifies sounds in environment Has listening attitude Understands simple words Good oral vocabulary Good auditory discrimination	Attaches meanings to word Follows oral directions Understands consecutive speech	Can tell names of people, places, things Basic vocal skills (clarity of speech) Hears rhyming words Basic language pattern Likes to tell stories
	Enjoys listening to records and tapes Enjoys rhythmic activities Enjoys being read to	Easily holds two concepts in mind, and relates them together Able to classify or categorize concepts Responds to phonetic reading program (e.g., Sullivan) Oral reading better than silent reading	Good word attack skills Expresses ideas spontaneously Can call on phone and get appropriate information Has verbal explanations for behaviors Complex language patterns

Special Education Research Project

BEHAVIOR MODIFICATION - PART I

1:45 - 3:15 p.m. - El Rincon School IMC

February 24, 1976

* * * * * * * * * * * * * *

SCHEDULE

Introductions	5 minutes
Principles of Behavior Modification	10 minutes
Film: "Undifferentiated Lump"	10 minutes
Pin-Pointing Behavior	10 minutes
- Break -	10 minutes
Appropriate and Effective Reinforcers	10 minutes
Film: "If You Do Something for Me"	10 minutes
It's Your Class: "What Can You Live With?"	5 minutes
Management and Practice	15 minutes
Evaluation	5 minutes

Special Education Research Project

BEHAVIOR MODIFICATION -- PART II

1:45 - 3:15 p.m. - El Rincon School IMC

March 9, 1976

* * * * * * * * * * * * *

SCHEDULE

Introductions . . . . . 5 minutes

"What You See Is What You Get" Video Show . . . . . 25 minutes

Maintaining New Behavior

Stopping Inappropriate Behavior

-Break- . . . . . 10 minutes

Management Systems That Work! . . . . . 10 minutes

Discussion

Case Studies: "Are the Systems Working?" . . . . . 20 minutes

Discussion

How Can We Help?

Review: "Using Your Skills" . . . . . 15 minutes

Slide presentation

Discussion

Evaluation . . . . . 5 minutes

INCREASING POSITIVE BEHAVIOR

Child _____ Grade _____

Problem behavior _____ Reinforcer _____

_____ _____

Behavior wanted changed: _____ Frequency of reinforcer _____
(target behavior)

_____ Contingency (how many times → reward) _____

Time of day _____ _____

Frequency _____/min. _____/hr.

DECREASING NEGATIVE BEHAVIOR

Child _____ Grade _____

Problem behavior _____ Reinforcer _____

_____ Frequency of reinforcer _____

Substitute behavior _____ Contingency (how many times → reward) _____

_____ _____

SPECIAL EDUCATION RESEARCH PROJECT

REINFORCERS

1. Dismiss classmates at recess
2. Choose the game for class or that you can play
3. Be first in line
4. Take attendance to office
5. Balls for P.E.
6. Tend class pet
7. Wash paintbrushes
8. Clean sink
9. Light monitor - film monitor
10. Clean board
11. Straighten top of desks
12. Wash tables - clean chalk board
13. Helping someone
14. Jump rope outside
15. Handle record player
16. Listen to taped story
17. Art monitor
18. Help custodian
19. Clean-up tape recorders, record-player, movies, library workers
20. Field trips
21. Teacher's helper
22. Cafeteria helper
23. Free choice time - art projects, etc.
24. Games - extra time on playground, etc.
25. Helper in office
26. Typing
27. Bulletin boards - in charge
28. Check students' work
29. Be first to recess
30. Sit with a friend

SPECIAL EDUCATION RESEARCH PROJECT

ENVIRONMENTAL CHANGES WHICH MIGHT RESULT IN IMPROVED PERFORMANCE

1. seat child alone
2. seat child by teacher's desk
3. seat child by good student who studies well
4. seat child in a study carrel
5. turn child so back is to group
6. if near window, move away
7. move away from door or middle of room
8. put with higher or lower achiever so can get help or give help
9. silent signal for help (hold up a sign)
10. let child work on the floor
11. put children/desks in a circle
12. work outside room (patio)
13. work in office or another room
14. underneath table or desk
15. standing up
16. sitting in teacher's chair at teacher's desk
17. let child work on blackboard

Reinforcement Survey*

Name: _____

Date: _____

School: _____

1. My favorite school subject is _____
2. If I had ten dollars, I'd _____

   _____
3. When I grow up, I want to be _____
4. Two things I like to do best are _____

   _____
5. I feel good when _____

   _____
6. When I finish my work at school, I would like _____

   _____
7. For a field trip, I would like to go _____

   _____
8. I would like to work at school helping _____

   _____
9. During recess or lunch, I like to _____

   _____
10. My favorite sport or game is _____
11. I like to read about _____
12. I am good at _____
13. My favorite animal is _____
14. When I have money, I like to _____

    _____
15. I like to listen to _____

(Reinforcement Survey Continued)

16. Something I really want is _____

17. For my birthday I wish I could have _____

18. If I had a chance, I sure would like _____

19. The weekend activity or entertainment I enjoy most is _____

_____

20. If I did better at school, I wish my teacher would _____

_____

21. I will do almost anything to get _____

22. The way I get money is _____

23. My favorite TV programs are _____

_____

24. The best reward anyone can give me is _____

_____

25. The thing I like to do most is _____

_____

SUBJECT'S RANKING OF REINFORCERS

_____

_____

_____

_____

_____

_____

*Adapted from:

Wetzel and Tharp, Behavior Modification in the Natural Environment, New York, Academic Press, 1969.

Special Education Research Project

-- PARENT DILEMNA: HOW CAN WE HELP? --

-- FINAL EVAULATION --

1:45 - 3:15 p.m. - El Rincon School IMC

MARCH 23, 1976

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SCHEDULE

INTRODUCTION

HOMEWORK..... 15 minutes

Discussion

PARENT VIDEO..... 15 minutes

PARENT DILEMNA-Part I..... 10 minutes

- BREAK -

PARENT DILEMNA-Part II..... 10 minutes

EVAULATION..... 5 minutes

VIDEO

The Learning Disability Classrooms in Culver City..... 30 minutes

Discussion

SUGGESTIONS FOR PARENTS

Below are listed some specific suggestions for parents who are interested in developing the academic skills, vocational potentialities, and general social adjustment of their children. These suggestions are not guaranteed to produce miraculous results, but if accompanied by a positive attitude toward the child, they should over a period of months produce some changes in the general behavior and academic achievement of the child.

IF POSSIBLE AVOID:

1. criticizing the child for poor school grades. Criticism of what you think is an inadequate level of achievement for the child develops further anxiety concerning his work in school and decreases his self-confidence in undertaking difficult problems. Criticism in general hampers the development of the child's skills in the various subjects, and may interfere with his highest degree of efficiency.

2. threatening to punish or to take away privileges for what you think are poor grades. For a very few children, this kind of approach may bring a temporary improvement, but it may ultimately result in the securing of poor grades later in his school life.

3. telling him he is lazy. Psychologically speaking, there is no such thing as a lazy child. Criticism of his lack of effort will not produce a permanent motivated need on his part for higher achievement.

4. telling him that he can do it if he wants to. This kind of statement explains nothing and makes no positive suggestions. If he really wanted to, he would be already securing good grades. The child is apt to think, "So I do not want to secure good grades. What are you going to do about it?" The problem is to determine the reasons why he does not secure higher achievement.

5. telling him that he has the ability to do school work. In homes where high achievement is unduly emphasized, the child may be using poor school achievement as an indirect way of revolting against the parents. To tell a child that he has the ability to do the school work is reinforcing a behavior in which he is already engaging. It may increase his satisfaction at getting poor grades because it makes his rebellion all the more powerful if he has the ability and does not actually use it.

6. constantly reminding him that he has home work. The child is usually aware of his assignments. Constantly reminding him that school work is to be done not only increases his dislike for doing it but may also cause ineffectual study when he actually appears to be studying.

7. being authoritarian and dominant. Do not make decisions for the child or set up rules that he or she will have to follow unless the child has had some part in making the rules. It is better to sit with the child and talk over the problems concerning his school work and arrange some kind of a time schedule by which studying can be accomplished.

IF POSSIBLE, AVOID:

8. assuming the role of a boss or a power figure. Remember that being bossy is one way of keeping people at a distance. This is also one way of preventing the child from expressing affection towards you. Do not by threats of one kind or another force your child to study, practice his music lessons, or do chores around the house. This method may bring results temporarily but ultimately the child is apt to rebel.

9. sending a child to private boarding school (or summer camp) if he or she does not desire to go. Before making a decision on sending a child to a private school or summer camp, examine very carefully your own motives. Are you actually thinking about the prestige factor of having a child in a private school, the need to get the child away from home in order that you will not have to struggle with the problems of his or her development, or the need of more time for your own various pursuits?

10. comparing him or her with other brothers or sisters in regard to school work, appearance, behavior, or development of skills in any area.

11. teasing or ridiculing the child under any circumstances. Teasing and ridicule are forms of rejection and increase the child's anxiety rather than increasing his security.

12. permitting brothers or sisters to tease, criticize, or dominate another child in the family under any circumstances. Do not boast to friends and relatives concerning the achievement of one child at the expense of one or more of the other children.

13. discussing your child's problems with friends, relatives, neighbors, or any non-professional person.

14. In your conversation with teachers, be a listener and not an informer. Do not bias the mind of the teacher with the poor qualities that you think your child possesses.

15. permitting the teacher to compare one child unfavorably with a former one in your family or with other children.

16. expecting your child to have a different set of values from your own. Do not expect your child to be a higher achiever in the academic area if unconsciously you prefer him to be skillful in athletics or be popular socially.

17. breaking promises to your child. If definite promises for money, trips, clothes, or other things have been made, do not, unless absolutely necessary, break your word.

18. comparing your child with some relative of whom you have an unfavorable impression. Remember that personality is not inherited. If the child shows characteristics of older members of the family group, it is not due to inheritance. Such an attitude on your part may interfere with your best handling of the child.

SUGGESTIONS FOR PARENTS - Page 3

IF POSSIBLE AVOID:

19. quarreling before your child. Tension caused by quarrels at home upsets the child and interferes with his maximum functioning as a student and as a person.

20. disagreeing on the methods of handling the child in his presence. If one parent handles a child or a specific problem in a manner with which the other does not agree, discuss it between you when the child is not around.

21. spelling out words or talking in a foreign language in the presence of your child. Make him feel part of the family by making all conversations understandable.

22. Husbands should assume as much responsibility as is possible for the growth and development of their children. Husbands should remember that the role of wife and mother is an extremely difficult and demanding one. The husband should support the wife in every way possible. Husbands should not place the entire responsibility for the bringing up of the children on the wife. In addition to supporting the wife, the husband's responsible role as father is for guidance, protection, and for the determination of the values of the home.

DO:

1. Praise the child for every positive achievement. Show enthusiasm and direct expression of affection for every accomplishment, no matter how small it may be. Never fail to praise the child or show appreciation for little things such as dress, manner, school grades, appearance, and general behavior. Remember that the child's greatest need is to be accepted as a person, not for his skills. A child cannot develop adequate skills if he is concerned over the acceptance of himself as a person.

2. Show some physical expression of affection such as a pat on the back or an arm across the shoulder. With younger children this is most necessary. Express your feelings for the child and do not think that the expression of affection is being sentimental. Remember that affection and praise cannot be expressed too often or too much.

3. Give rewards spontaneously in the form of money or extra privileges for good grades or achievement in other areas.

4. Examine your own attitude toward the child. Try to think of the good qualities he possesses rather than what to you are the annoying ones.

5. Arrange for the display or at least the overt approval of each individual child's achievement. Each child is different and therefore needs to stand alone as an individual. Each child will have some area in which he can shine as an individual. Make the most of this in the family group without comparing children.

SUGGESTIONS FOR PARENTS - Page 4

DO:

6. Sit down and talk with your child about arranging his time for study, watching TV, and for play.

7. Arrange time to sit quietly with your child and encourage him to tell you everything that happened in school, in play, or in any other situations without fear of criticism.

8. With younger children, it may be well to sit by their beds just before they go to sleep and permit them to tell you their problems. In your conferences with the child ask him frequently how he feels about parents, teachers, brothers and sisters, and his friends. Allow him to express his feelings freely without fear of criticism.

9. Make the meal time the children's time. Create for them at this time an atmosphere of complete permissiveness. Do not dominate the conversation at meal time, but allow the children to take turns telling you their experiences of the day.

10. Ask his judgment about family problems. Consult the children as a group about important family activities, such as vacations, holidays, and trips.

11. Develop projects and activities in which the entire family can participate, such as camping trips, various building projects, athletic games, a family orchestra, reading of dramatic or other literature, and other family activities.

Naomi L. Shuman, Psychologist
Betty Weir, Child Development Specialist
Culver City Unified School District

Teacher Questionnaire

The California Master Plan for Special Education stresses the importance of "offering special assistance to exceptional individuals in a setting which promotes maximum interaction with the general school population and which is appropriate to the needs of both." This means that regular classroom teachers will be expected to integrate into their classrooms some pupils who have previously been enrolled in separate special programs. This questionnaire is designed to survey teachers on their preferences and perception of their own competence in instructing exceptional children in the regular classrooms.

1. Sex

   a. male
   b. female

2. Grade level

   a. K - 3
   b. 4 - 6

3. Years teaching experience

   a. 1 - 2
   b. 3 - 7
   c. 8 - 15
   d. 16 - more

4. Have you had classroom experience with any of the following types of exceptional children?

		no	yes
a.	hearing handicapped	1	2
b.	educable mentally retarded	1	2
c.	visually handicapped	1	2
d.	orthopedically handicapped	1	2
e.	severely handicapped	1	2
f.	learning disabled	1	2
g.	emotionally disturbed	1	2
h.	other (please specify)	1	2

_____

_____

Adapted from the Inservice Inventory by:

Barbara Keogh and Ann McGinty
Dept. of Special Education
University of Calif. - Los Angeles

5. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Subject Matter)

	highly competent		competent		not trained in this area
a. arts and crafts	1	2	3	4	5
b. dance	1	2	3	4	5
c. information on characteristics of exceptional children	1	2	3	4	5
d. language arts	1	2	3	4	5
e. mathematics	1	2	3	4	5
f. music	1	2	3	4	5
g. reading	1	2	3	4	5
h. science	1	2	3	4	5
i. social science	1	2	3	4	5
j. physical education	1	2	3	4	5
k. other (please specify)	1	2	3	4	5

_____

_____

6. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Behavior Management)

	highly competent		competent		not trained in this area
a. knowing when extra assistance is needed and how to find it	1	2	3	4	5
b. managing disruptive behavior	1	2	3	4	5
c. managing attention/concentration problems	1	2	3	4	5
d. using positive reinforcement effectively	1	2	3	4	5
e. organizing and utilizing classroom rules	1	2	3	4	5
f. using appropriate methods of discipline	1	2	3	4	5
g. using negative reinforcement effectively	1	2	3	4	5
h. other (please specify)	1	2	3	4	5

_____

_____

7. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Instructional Skills)

	highly competent		competent		not trained in this area
a. designing and using teacher-made tests	1	2	3	4	5
b. selecting and using published tests	1	2	3	4	5
c. questioning techniques - how to ask questions to facilitate learning	1	2	3	4	5
d. observing and studying children	1	2	3	4	5
e. encouraging creativity	1	2	3	4	5
f. planning learning activities for pupils with short attention	1	2	3	4	5
g. planning remedial education programs	1	2	3	4	5
h. other (please specify)	1	2	3	4	5

_____

_____

8. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Parents and Community)

	highly competent		competent		not trained in this area
a. encouraging parent input into pupil education	1	2	3	4	5
b. talking to parents about an integrated classroom	1	2	3	4	5
c. knowing community resources	1	2	3	4	5
d. utilizing parents as classroom volunteers	1	2	3	4	5
e. other (please specify)	1	2	3	4	5

_____

_____

9. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Classroom Physical Environment)

	highly competent		competent		not trained in this area
a. organizing materials and resources for easy use	1	2	3	4	5
b. techniques for record keeping	1	2	3	4	5
c. improving classroom appearance	1	2	3	4	5
d. creating learning centers	1	2	3	4	5
e. choosing options for seating arrangements	1	2	3	4	5
f. using special equipment (e.g., wheelchairs, braces, etc.)	1	2	3	4	5
g. other (please specify)	1	2	3	4	5

_____

_____

10. If you were offered an in-service program to prepare you to integrate and instruct exceptional children in your classroom, which topics would be most useful to you? Please rank from 1 to 7 the following topics in order of their importance, with "1" being most important.

_____ subject matter

_____ behavior management

_____ classroom physical environment

_____ instructional skills

_____ social and emotional development

_____ individualized learning

Other (please specify)

_____

_____

_____

11. Before you received this questionnaire had you heard of the California Master Plan in Special Education?

a. yes
b. no

Were you aware that one outcome of the Master Plan might be to integrate into regular classrooms some pupils who were previously in separate special programs

a. yes
b. no

12. Do you think that integration of some exceptional pupils into regular classrooms is a good idea?

a. yes
b. no
c. No opinion

13. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Individualization Skills)

	highly competent		competent		not trained in this area
a. pinpointing strengths & weaknesses of individual pupils	1	2	3	4	5
b. assessing pupils in terms of special talents and/or interests	1	2	3	4	5
c. arranging flexible grouping strategies	1	2	3	4	5
d. assisting pupils in selecting individual learning activities and tasks	1	2	3	4	5
e. designing individual learning activities and tasks	1	2	3	4	5
f. evaluating pupil progress in terms of individual achievment growth	1	2	3	4	5
g. planning programs for exceptional pupils	1	2	3	4	5
h. other (please specify) _____	1	2	3	4	5

14. Please estimate your personal competence in each of the following skills relevant to integrating exceptional pupils into the regular classroom. (Social and Emotional Development)

	highly competent		competent		not trained in this area
a. dealing with personal biases and feelings about exceptional pupils	1	2	3	4	5
b. assisting pupils to overcome feelings of inadequacy, fear of failure, frustration and hostility	1	2	3	4	5
c. devising activities to build self-esteem	1	2	3	4	5
d. devising activities that encourage the development of social interaction between pupils	1	2	3	4	5
e. knowing how to react to the feelings, moods, and accomplishments of pupils with varied potentials and backgrounds	1	2	3	4	5
f. encouraging acceptance of exceptional pupils by other pupils	1	2	3	4	5
g. encouraging self-motivated learning	1	2	3	4	5
h. other (please specify) _____	1	2	3	4	5

RUCKER-GABLE EDUCATIONAL

PROGRAMMING SCALE

Form A

Chauncy N. Rucker
University of Connecticut

Robert K. Gable
University of Connecticut

Name _____ Date _____

Present position _____

Years teaching experience _____

DIRECTIONS

Teachers are ordinarily faced with a wide variety of problems arising from the many different kinds of students they work with each day. On the following pages are brief descriptions of children actually referred for special education services. For each student you are to indicate what you feel would be the best educational setting at this time.

You would actually need more information before placing most of the students, but please make your best judgements based on the information provided. Assume that all of the programs are available and competently staffed. Also assume that placements within the continuum are flexible and that it is possible for a student to be moved up or down the scale after treatment.

GO ON TO PAGE TWO

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Rucker-Gable Associates
Rockridge, Box 201C
Storrs, Connecticut 06268

PLACE EACH STUDENT IN ONE OF THE SEVEN PROGRAMS FROM THE CONTINUUM BELOW

REGULAR CLASSROOM - with no basic change in teaching procedures.

CONSULTATION - regular classroom with specialists available for consultation with teacher (or parent) whenever needed.

CONSULTATION & DIRECT SERVICES - regular classroom with specialists available in the school to consult with teacher and provide short-term direct services to student.

RESOURCE ROOM - regular classroom with resource room services (special education teacher providing supplemental instruction) provided on a continuing basis in which the student can participate for as much as two hours each day.

PART-TIME SPECIAL CLASS - student enrolled in a special class for the majority of each day, but enters regular classroom for certain subjects.

FULL-TIME SPECIAL CLASS - student assigned to a self-contained special class on a full-time basis.

NOT - student placed in a residential school, hospital program, treatment center, etc. because he or she cannot reasonably be handled within the context of regular or special public education.

If you choose:	RC	CON	CON&DS	RR	PTSC	FTSC	Not
Regular Classroom, circle number seven	(7)	6	5	4	3	2	1
Consultation, circle number six	7	(6)	5	4	3	2	1
Consultation & Direct Services, circle number five	7	6	(5)	4	3	2	1
Resource Room, circle number four	7	6	5	(4)	3	2	1
Part-Time Special Class, circle number three	7	6	5	4	(3)	2	1
Full-Time Special Class, circle number two	7	6	5	4	3	(2)	1
Not for public education, circle number one	7	6	5	4	3	2	(1)

PLEASE RESPOND TO EVERY ITEM

	RC	CON	CON&DS	RR	PTSC	FTSC	Not	
1.	7	6	5	4	3	2	1	1. Nancy is a third grader who has difficulty keeping her place during oral reading. Her handwriting is labored, the letters are very large and irregular, and she cannot write on the lines. Her work is disorganized. She gives up easily and needs a lot of personal attention.
2.	7	6	5	4	3	2	1	2. Jim's achievement is approximately two years below expectation for his age of nine. He has great difficulty understanding and following directions and forgets them quickly. He seems to lack any social skills.
3.	7	6	5	4	3	2	1	3. Clifford, a nine year old, is very alert and imaginative; he is able to discuss a variety of topics intelligently, but he is unable to read.
4.	7	6	5	4	3	2	1	4. Myron is a sixth grader who often becomes aggressive in class. His relationships with other children are usually quarrelsome and he is prone to get into trouble when left alone.
5.	7	6	5	4	3	2	1	5. Ed repeated kindergarten because of his immaturity and is now having trouble doing his first grade work. If he is included in a group activity, he constantly teases the smaller children. He has to be watched constantly or he will destroy their work in a sadistic manner.
6.	7	6	5	4	3	2	1	6. Jason, age six, occasionally prints letters backwards, writes from right to left, and is restless in class. His parents are concerned that he is still on reading readiness material rather than in a reading group like his classmates.
7.	7	6	5	4	3	2	1	7. Herb has made a poor adjustment to his first grade class despite his capability for learning. He has difficulty participating in group functions because he is so mischievous. He often fails to respond to discipline.
8.	7	6	5	4	3	2	1	8. Ray, age twelve, is a two time repeater with above average potential; he has great difficulty remembering material presented in a visual manner and, in spite of a great deal of remedial reading instruction, remains a non-reader.
9.	7	6	5	4	3	2	1	9. Kenny is a ten year old with a history of late development. He sat up at age two, he had no recognizable speech until age seven, he learned to walk at age nine, and he is still not toilet trained.
10.	7	6	5	4	3	2	1	10. Frank's achievement is below that of his fifth grade classmates. He is moody, and a loner who is continually seeking attention and testing adults to see if they like him. At home he has displayed physical violence, but never at school.
11.	7	6	5	4	3	2	1	11. Leroy beat another first grader so severely that minor surgery was required. He has bitten a number of his classmates and has to be supervised constantly.
12.	7	6	5	4	3	2	1	12. Charles is an eight year old who has not yet sat up, crawled, or walked. He is unable to communicate in any way. He has no bowl or bladder control, can't feed himself, and is very susceptible to upper respiratory infections.
13.	7	6	5	4	3	2	1	13. José seems unable to perform the academic requirements of his fifth grade class, particularly in mathematics and language. He has a cheerful compliant personality. He works best on a concrete level.
14.	7	6	5	4	3	2	1	14. Virginia is an eight year old who does little work in school. She is capable of verbal and physical attacks on anyone when angry. She doesn't seem to care about any school relationships and neither threats nor praise are effective in dealing with her.
15.	7	6	5	4	3	2	1	15. Tom, age eight, doesn't seem to acquire new skills as quickly as most; he needs to have instructions repeated several times. He has difficulty working individually and needs a great deal of encouragement and supervision.
16.	7	6	5	4	3	2	1	16. Annalou is new to her present fifth grade class. She seems anxious while she is in school, but is much calmer as soon as she leaves the school grounds. Her schoolwork is slightly below average, but she is quite responsive if encouraged.
17.	7	6	5	4	3	2	1	17. Jesse, an eight year old, has difficulty keeping up with his class in all subjects. He is very large for his age and quite immature socially. He has a noticeable speech problem.

OPEN FOR REMAINING ITEMS

	RC	CON	CON&DS	RR	PTSC	FTSC	Not		
18.	7	6	5	4	3	2	1	18.	Stan is a twelve year old of average ability who wants desperately to learn to read, but even though he has had remedial instruction, he is virtually a non-reader. He disturbs other children by humming to himself much of the time. Although he is frustrated in most academic endeavors, he does very well in experiments and class discussions in science and on all oral tests.
19.	7	6	5	4	3	2	1	19.	Jerry is a seven year old who disrupts group tasks and refuses to go with his class to lunch or gym. At recess he plays with older children from other classes since his own classmates won't play with him. Although he seems to like his teacher and has above average potential, he seldom completes his work in a satisfactory manner.
20.	7	6	5	4	3	2	1	20.	Dan is a six year old who is extremely immature in all areas. He is not able to do any of the tasks that are expected of a kindergartner. His speech is primarily limited to one or two word utterances. He has a negative approach to school.
21.	7	6	5	4	3	2	1	21.	Paula is a soft spoken nine year old. She has trouble understanding even simple directions and often chooses to ignore them. She usually cannot do assigned work and reacts by crying or distracting other children.
22.	7	6	5	4	3	2	1	22.	Noel is a second grader who was retained in first grade. His performance is low in all subjects, but he appears fairly capable. He is lethargic, passive, and non-reactive, seeming to lack emotional responsiveness. He still checks each letter when copying a word and often confuses letters and whole words.
23.	7	6	5	4	3	2	1	23.	Bob is a third grader who wants friends, but his classmates continually make him a scapegoat. Although he is apparently bright, he is very forgetful and seems unaware of what is expected by his teacher.
24.	7	6	5	4	3	2	1	24.	Vance, age seven, is a good student in all areas except mathematics which is a constant frustration to him; he is unable to deal successfully with the most basic arithmetic concepts.
25.	7	6	5	4	3	2	1	25.	Bill is a very friendly ten year old who has recently learned to write his name. His speech skills are on a very immature level. He has mastered a few simple self-help skills.
26.	7	6	5	4	3	2	1	26.	Mel continually disrupts his fifth grade class. He seems to be angry much of the time and often bullies other children. Although he is of average potential, he doesn't have much interest in his studies.
27.	7	6	5	4	3	2	1	27.	Christopher is a very articulate second grader with many interests. He works very slowly, particularly in reading. He is weak in phonetic analysis, can't seem to retain reading skills, and any academic growth on his part depends on a great deal of drill.
28.	7	6	5	4	3	2	1	28.	Don, age ten, is only slightly slower than his average classmates, but he is clumsy and other students have nicknamed him "Don the dunce".
29.	7	6	5	4	3	2	1	29.	Jimmy Lee is an eight year old whose academic performance is well below what is expected for his age. He has difficulty feeding himself, he is not completely toilet trained, and he has very poor motor coordination.
30.	7	6	5	4	3	2	1	30.	Fred is a ten year old fourth grader who was retained in first grade. His attention span is short and many of his interests are immature. His motivation for classroom work is very low, but improves markedly in a one-to-one relationship. He has difficulty with reading, spelling, and arithmetic concepts. His oral performance indicates that he is far more able than his written work would indicate.

LEARNING HANDICAPPED INTEGRATION INVENTORY

UCLA Special Education Research Program
Moore Hall
University of California, Los Angeles

Before reading the instructions for this inventory, please fill in the background information requested below. The first item, your teacher identification number, will be given to you by the person administering this inventory. This along with other precautions will guarantee that all of your responses on this inventory will be held strictly confidential. If you have completed this information on a previous form, you need provide *only* your teacher identification number.

Teacher Identification Number 180314

Male _____ Female _____

Years of professional teaching experience _____

Have you ever taught a special education class? Yes _____ No _____

Credentials held: General elementary _____ Special Education _____ Other (specify) _____

Check highest degree: Bachelor's _____ Master's _____ Doctorate _____

Current teaching assignment:

☐ *If Regular Class*
Grade level taught _____
Type of classroom (check one)
open-ungraded _____
traditional-single grade level _____
traditional-multi-grade level _____

☐ *If Special Class*
Type of classroom (check one)
EH _____
EMR _____
Other (specify) _____

Please turn the page.

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Instructions

(If read previously, please skim)

Below you will find a brief description or vignette of Donald, a child with exceptional learning needs. Please read it carefully. Following the vignette are 29 statements concerned with the possible effects of placement of a child like Donald into your regular classroom. You are to rate each statement in terms of your degree of agreement or disagreement with it. An example will be provided below. There are no right or wrong answers to any statement. Please use your best *subjective judgment* in rating each item. Remember, your responses will be confidential.

It is possible that you may not find all the information within the vignette that you would like in order to respond knowledgeably to certain items. However, since many teaching decisions are made with only limited information, you are asked to use your best judgment based on what information is provided.

Please indicate your response to each statement on the following pages by placing a check above the rating that corresponds to the degree to which you agree or disagree with the statement.

Example:

It is hot in Chicago in the summer

:	:	:	:	:	✓
strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree

The teacher in this example considers Chicago to be *very* hot in the summer and so has placed a check to indicate a position of strong agreement with the statement. Remember, each statement that follows will refer to the effects of having a child like Donald in your regular classroom. Even though you may not actually teach in a classroom at the age level of the child, please assume for the moment that you do and respond to each item accordingly.

DONALD

Donald is a nine-year-old boy who lives with his family in a middle class neighborhood. He has one younger brother and an older sister who do well in school. When he was in the first grade, his teacher referred him to the school psychologist because of his serious learning difficulties and hyperactive behavior. The psychologist arranged for Donald to have a complete evaluation at a diagnostic clinic. Psychological testing revealed an IQ of 90 on an individual intelligence test and certain 'soft' signs often associated with neurological impairment. However, the neurologist who examined him did not report any definite neurological abnormalities. On his recommendation, drug treatment was tried for a time, but it did not substantially reduce Donald's hyperactivity. Following this evaluation, Donald was placed in a special class where he has been for the past two years.

Donald has now been placed full-time in your regular classroom. Please read and respond to each of the 29 statements that follow as described in the instructions.

PLEASE RESPOND TO ALL STATEMENTS

	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree
1) Grades will be an effective reward for achievement for a child like Donald						
2) A child like Donald will maintain satisfactory attendance in your classroom.						
3) Over the school year a child like Donald can be expected to make a normal year's progress in arithmetic in your classroom.						
4) Over the school year a child like Donald can be expected to make a normal year's progress in reading in your classroom.						
5) Even though Donald has been placed in your regular classroom, the school psychologist should assume major responsibility for dealing with learning and behavior problems that arise.						
6) A child like Donald will likely form a positive relationship with you, the teacher.						
7) With a child like Donald in your classroom, there will be an increase in the number of behavior problems among the other children.						
8) With a child like Donald in your classroom an excessive amount of time for curriculum planning will be necessary.						
9) There will be more problems with the parents of a child like Donald than with the parents of the other children.						
10) Placement of a child like Donald in your classroom will likely result in his becoming socially withdrawn.						
11) A child like Donald will develop a more positive self-concept as a result of being placed in your classroom.						
12) Referrals to the school principal for disciplinary action will probably occur more frequently for a child like Donald than for other children in your classroom.						
13) Teaching a child like Donald will increase your overall teaching competence.						
14) There will be an increase in classroom management problems with a child like Donald in your classroom.						

Please turn the page.

15) The experience of being in your classroom will increase the chances of a child like Donald attaining a more productive and independent place in society.

16) A child like Donald will likely form positive social relationships with other children in your classroom.

17) As a result of placement in your classroom, a child like Donald will develop a more positive attitude toward school.

18) The presence of a child like Donald in your classroom will be a cause for complaints from the parents of the other children.

19) A visitor to your classroom would not be able to pick out a child like Donald on the basis of his physical appearance.

20) It is unlikely that any of the other children in your classroom will form a friendship with a child like Donald.

21) Even though Donald has been placed in your regular classroom, the special education consultant should assume major responsibility for dealing with learning and behavior problems that arise.

22) A visitor to your classroom would not be able to pick out a child like Donald on the basis of his behavior.

23) A child like Donald will not respond even to your best teaching efforts.

24) A child like Donald will be disruptive in your classroom.

25) A child like Donald in your classroom will adversely affect the other children's motivation to learn.

26) A child like Donald will be motivated to learn in your classroom.

27) The other children in your classroom will be apt to make a scapegoat of a child like Donald.

28) Even though Donald has been placed in your regular classroom, the school principal should assume major responsibility for dealing with learning and behavior problems that arise.

29) Assignment of a child like Donald to your classroom is a wise administrative decision

strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree

LEARNING HANDICAPPED INTEGRATION INVENTORY

UCLA Special Education Research Program
Moore Hall
University of California, Los Angeles

Before reading the instructions for this inventory, please fill in the background information requested below. The first item, your teacher identification number, will be given to you by the person administering this inventory. This along with other precautions will guarantee that all of your responses on this inventory will be held strictly confidential. If you have completed this information on a previous form, you need provide *only* your teacher identification number.

Teacher Identification Number _____

Male _____ Female _____

Years of professional teaching experience _____

Have you ever taught a special education class? Yes _____ No _____

Credentials held: General elementary _____ Special Education _____ Other (specify) _____

Check highest degree: Bachelor's _____ Master's _____ Doctorate _____

Current teaching assignment:

☐ *If Regular Class*
- Grade level taught _____
- Type of classroom (check one)
  - open-ungraded _____
  - traditional-single grade level _____
  - traditional-multi-grade level _____

☐ *If Special Class*
- Type of classroom (check one)
  - EH _____
  - EMR _____
  - Other (specify) _____

Please turn the page.

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Instructions

(If read previously, please skim)

Below you will find a brief description or vignette of Gordon, a child with exceptional learning needs. Please read it carefully. Following the vignette are 29 statements concerned with the possible effects of placement of a child like Gordon into your regular classroom. You are to rate each statement in terms of your degree of agreement or disagreement with it. An example will be provided below. There are no right or wrong answers to any statement. Please use your best *subjective judgment* in rating each item. Remember, your responses will be confidential.

It is possible that you may not find all the information within the vignette that you would like in order to respond knowledgeably to certain items. However, since many teaching decisions are made with only limited information, you are asked to use your best judgment based on what information is provided.

Please indicate your response to each statement on the following pages by placing a check above the rating that corresponds to the degree to which you agree or disagree with the statement.

Example:

It is hot in Chicago in the summer

:	:	:	:	:	✓
strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree

The teacher in this example considers Chicago to be *very* hot in the summer and so has placed a check to indicate a position of strong agreement with the statement. Remember, each statement that follows will refer to the effects of having a child like Gordon in your regular classroom. Even though you may not actually teach in a classroom at the age level of the child, please assume for the moment that you do and respond to each item accordingly.

GORDON

Gordon is a ten-year-old boy who lives with his parents and two older sisters in a middle class neighborhood. His mother and sisters tend to 'baby' him while his father sets unrealistically high expectations for him. Since the first grade Gordon has had continual difficulty in keeping up with his classwork and has spent the past year in a special class. Although he has an IQ of 100 as measured on an individual intelligence test, his present functioning in reading and arithmetic is only low third grade, two years below expected level. His special class teacher describes him as being fearful and as crying easily.

Gordon has now been placed full-time in your regular classroom. Please read and respond to each of the 29 statements that follow as described in the instructions.

PLEASE RESPOND TO ALL STATEMENTS

	strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree
1) Grades will be an effective reward for achievement for a child like Gordon.	:	:	:	:	:	:
2) A child like Gordon will maintain satisfactory attendance in your classroom.	:	:	:	:	:	:
3) Over the school year a child like Gordon can be expected to make a normal year's progress in arithmetic in your classroom.	:	:	:	:	:	:
4) Over the school year a child like Gordon can be expected to make a normal year's progress in reading in your classroom.	:	:	:	:	:	:
5) Even though Gordon has been placed in your regular classroom, the school psychologist should assume major responsibility for dealing with learning and behavior problems that arise.	:	:	:	:	:	:
6) A child like Gordon will likely form a positive relationship with you, the teacher.	:	:	:	:	:	:
7) With a child like Gordon in your classroom, there will be an increase in the number of behavior problems among the other children.	:	:	:	:	:	:
8) With a child like Gordon in your classroom an excessive amount of time for curriculum planning will be necessary.	:	:	:	:	:	:
9) There will be more problems with the parents of a child like Gordon than with the parents of the other children.	:	:	:	:	:	:
10) Placement of a child like Gordon in your classroom will likely result in his becoming socially withdrawn.	:	:	:	:	:	:
11) A child like Gordon will develop a more positive self-concept as a result of being placed in your classroom.	:	:	:	:	:	:
12) Referrals to the school principal for disciplinary action will probably occur more frequently for a child like Gordon than for other children in your classroom.	:	:	:	:	:	:
13) Teaching a child like Gordon will increase your overall teaching competence.	:	:	:	:	:	:
14) There will be an increase in classroom management problems with a child like Gordon in your classroom.	:	:	:	:	:	:

Please turn the page.

15) The experience of being in your classroom will increase the chances of a child like Gordon attaining a more productive and independent place in society.

16) **A child like Gordon will likely form positive social relationships with other children in your classroom.**

17) As a result of placement in your classroom, a child like Gordon will develop a more positive attitude toward school

18) **The presence of a child like Gordon in your classroom will be a cause for complaints from the parents of the other children.**

19) A visitor to your classroom would not be able to pick out a child like Gordon on the basis of his physical appearance.

20) **It is unlikely that any of the other children in your classroom will form a friendship with a child like Gordon.**

21) Even though Gordon has been placed in your regular classroom, the special education consultant should assume major responsibility for dealing with learning and behavior problems that arise.

22) **A visitor to your classroom would not be able to pick out a child like Gordon on the basis of his behavior.**

23) A child like Gordon will not respond even to your best teaching efforts.

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26) **A child like Gordon will be motivated to learn in your classroom.**

27) The other children in your classroom will be apt to make a scapegoat of a child like Gordon.

28) **Even though Gordon has been placed in your regular classroom, the school principal should assume major responsibility for dealing with learning and behavior problems that arise.**

29) Assignment of a child like Gordon to your classroom is a wise administrative decision

strongly disagree	disagree	slightly disagree	slightly agree	agree	strongly agree

APPENDIX D

Charts of Significant t Ratios

I. t Ratios for the Learning Disabilities Scale Items on the Rucker-Gable Educational Programming Scale for the Three Groups

	Control N=24 X=44	Workshop
Direct Assistance N=31 X=43	.568	2.15*
Workshop N=16 X=39	2.538*	

II. t Ratios for the Learning and Emotional Disability Subtest (Donald) on the Learning Handicapped Integration Inventory for the three groups

	Control N=24 X=96	Workshop
Direct Assistance N=32 X=104	2.203*	1.038
Workshop N=16 X=98	.445	

III. t Ratios for the Learning Disabilities Subtest (Gordon) on the Learning Handicapped Integration Inventory for the Four Schools

	LB-Control N=17 X=104	ER-Workshop	Direct LH-Assistance
EM-Direct Assistance (SDC)+ N=16 X=108	.626	.666	2.226*
LH-Direct Assistance N=15 X=122	2.795**	3.092**	
ER-Workshop N=15 X=104	Equal Means		

IV. t Ratios for the Learning and Emotional Disability Subtest (Donald) of the Learning Handicapped Integration Inventory for the Four Schools

	LB-Control	ER-Workshop	Direct LH-Assistance
EM-Direct Assistance (SDC)+ N=16 X=104	.770	.002	1.98
LH-Direct Assistance N=16 X=111	2.560*	1.847	
ER-Workshop N=16 X=98	.946		

\+ 2 Special Day Clases at that School
* Significant at the .05 level
** Significant at the .01 level